

Illogan Primary School – Behaviour Policy

September 2023

The Illogan Heart is at the core of all we say and do. At the center of our Illogan Heart are the words '**Be here, be you, belong.**' We are determined that everyone has a strong sense of belonging within our school, whether you are a parent, pupil or member of staff. We know that to progress and succeed, it is essential to first feel secure, supported and included. It is therefore our mission that everyone's journey within our school begins by nurturing our instinctive need to belong.



To further cultivate a sense of connection within our school, we all follow our six affirmations:

- ♥ We are ready
- ♥ We are mindful
- ♥ We are proud
- ♥ We are responsible
- ♥ We can
- ♥ We are resilient

Supporting reflection

At Illogan Primary School, we use the term '**expected behaviour**' to share how we expect children to behave. When children demonstrate expected behaviour, in correlation with our affirmations, we recognise this in a variety of ways:

- ♥ Affirmation slips, our 'mini hearts'
- ♥ Squad points
- ♥ Weekly dazzle awards (linked to our focus affirmation)

- ♥ Discussions with parents
- ♥ Stickers, stamps (dependent on class teacher choice)

When a child does not demonstrate what is expected, we recognise this as ‘**unexpected**’ behaviour. When this occurs, we use a restorative approach to find meaningful, positive solutions for all involved. If this approach is unsuccessful, we have agreed consequences, which can be used to support the child to be able to demonstrate our expected behaviour.

The Restorative Approach

Background

A restorative approach enables the school to resolve conflicts, improve behaviour and develop well-rounded individuals. The basic principles of the restorative approach are based on an understanding and acceptance that conflict is a part of life and that in a conflict there is an underlying damage to the two parties involved that needs to be addressed to resolve the issue and prevent any further incidences of the same nature. In an educational setting this means that instead of simply being punished as a result of ‘bad behaviour’ a child is asked to take responsibility for their actions, understanding what they have done wrong and accepting that their actions can be harmful to others.

By placing the responsibility for conflict resolution back onto the child they are in a much better position to learn about appropriate behaviour and dealing with social relationships rather than always relying on a third party to monitor their actions, dealing with them as necessary.





Traditional		Restorative
What’s happened		What’s happened?
Who’s to blame	becomes	Who’s been harmed and in what way?
How should we punish them?	becomes	What needs to happen in order to put things right and ensure that it never happens again?

Supporting self-regulation

At Illogan we use the ‘Zones of Regulation’ approach to support the development of self-regulation in our children. All the different ways children feel and the states of alertness they experience are categorized into four coloured zones. Children who are well regulated are able to be in the appropriate zone at the appropriate time and as a school, we use this shared vocabulary so that all staff refer and use the ‘zones language.’

The ‘Zones of Regulation’ curriculum helps children better understand their emotions, sensory needs and thinking patterns. We encourage our children to learn different strategies to cope and manage their emotions based on which colour zone they’re in. Additionally, the Zones of Regulation helps children to recognise their own triggers, learn to read facial expressions, develop problem-solving skills, and become more attuned to how their actions affect other people.

The ZONES of Regulation®





			
BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

Consequences

We continually support and encourage all members of the school community to take responsibility for their own behaviour. All staff are considered to be responsible for discussing and challenging any behaviours that are not appropriate.

Where the behaviour of an individual has impacted on another's right to feel safe, or their ability to act responsibly or access learning, and the nature of the situation requires further intervention than restorative discussions, consequences will be given. Below is our unexpected behaviour chart. This is used to address any unexpected behaviour. Repeated behaviour or incidents that are considered severe will fast track through the normal sanctions and will be managed by the Senior Leadership team.

The Illogan Unexpected Behaviour Chart

	<ul style="list-style-type: none"> • Reminder • A verbal reminder about the behaviour that is expected is given
	<ul style="list-style-type: none"> • Relocate • The child is moved to further enable them to show the expected behaviour
	<ul style="list-style-type: none"> • Reflection • The child will complete a reflection slip during playtime/lunchtime that will be discussed with an adult
	<ul style="list-style-type: none"> • Reset • The child is moved to another classroom and completes a reflection slip. Parents will be informed by the class teacher.

Use of internal 'reset' and 'positive transferred inclusion'

In this school we may require dysregulated pupils to be placed in an area away from other pupils for a limited period of time. In this situation children will always be under the direct supervision of an adult. Any use of a temporary separate space that prevents a child from leaving a room of their own free will only be considered in exceptional circumstances; for example, only where a child's behaviour presents significant

risk of harm to themselves or others. The school will follow the DfE guidance 'Behaviour in Schools, advice for Headteachers and school staff September 2022'. Children will have a period of reflection and regulation with the adult during 'reset' and talk about how to make future positive choices and restore potentially damaged relationships. We are committed to reducing suspensions from school wherever possible. In order to facilitate this the schools in our Trust work together to facilitate transferred inclusions between the schools. This means that a child may attend a different school for a period of a few days, with the agreement of their parents. Children are always supported by a member of staff from Illogan.

Managed move

A managed move will be offered to children who we feel could benefit from a 'fresh start'. It will be at a school within Crofty MAT and can last up to 12 weeks. After this period, parents and the schools will decide to make this move permanent or return to Illogan.

Suspension and permanent exclusion

In extreme cases Illogan School may use temporary suspension for a fixed period of time or permanent exclusion. Permanent exclusion will only be used as a last resort, in response to a serious breach or persistent breach of the school's behaviour policy; and where allowing the pupil to remain in school would seriously harm the education or welfare of the pupil or others in the school. The DfE statutory guidance 'Exclusion from maintained schools, academies and pupil referral units in England' will be used to inform those with legal responsibilities in relation to any exclusion. The school will ensure that a reintegration meeting is held following a suspension so that both child and staff have an opportunity to repair relationships.

Responding to the behaviour of children with additional needs and/or disability (SEND)

We fairly and consistently promote high standards of behaviour for all pupils and provide additional support where needed to ensure pupils can achieve and learn well. The school will consider whether children with social, emotional and mental health needs or those with additional special educational needs and/or disabilities require any reasonable adjustments to sanctions and will always seek to understand the underlying reasons for the behaviour.

Children with significant individual needs will have a behaviour plan and risk assessment that reflects their needs and supports their management and care, but also aligned to the school rules and the needs of others in our community. Strategies to cope with aggressive behaviour will include 'Team Teach Positive Handling Techniques' to be used by qualified members of staff (this aligns with our 'Use of reasonable force' statement above). As a school, we recognise the effect that poor mental health can have on the happiness, self-esteem and overall life of a young person. There are members of staff who are trained in the most recent developments in mental health and emotional support. These members of staff will be deployed effectively to support children when a need has been identified. There may be times when the school will seek external support.

Positive Handling and Use of Safe Touch – the best interest principle

Crofty Schools have an agreed Safe Touch Policy which is standardised across all schools. The key principles of this are that: Research shows clearly that healthy pro-social brain development requires access to safe touch as one of the means of calming, soothing and containing distress for a frightened, sad or angry child. It is essential for all children to learn the difference between safe and unsafe touch and to experience having their strongest emotions contained, validated, accepted and soothed by a significant adult. If children are behaving in unacceptable, threatening, dangerous, aggressive or out of control ways, they have not yet learned how their strongest emotional reactions can be contained, channeled and communicated safely. In recognition of this, under agreed and supervised conditions, specially trained staff will consider using safe touch as one of the means available to them for:

- Calming a distressed child
- Containing an angry child
- Affirming or encourage an anxious child or a child with low self-esteem.

‘Team Teach techniques of positive handling seek to avoid injury to the service user (the child), but it is possible that bruising or scratching may occur accidentally, and these are not to be seen necessarily as a failure of professional technique, but a regrettable and infrequent “side-effect” of ensuring that the service user remains safe’. George Matthews – Team Teach Founder

Extreme behaviour may warrant immediate removal from the classroom to maintain the safety of all pupils and restore stability following an unreasonably high level of disruption and to allow the pupil to regain calm in a safe space.

Online Safety

Any online safety incident/cyber bullying that occurs inside or outside of school will be dealt with in-line with our behaviour and anti-bullying procedures (see ‘Anti-Bullying Policy’).

Sexual Violence, Online Sexual Abuse and Sexual Harassment

At Illogan School there is a zero-tolerance approach to sexual violence and sexual harassment - it is deemed never acceptable. It will not be tolerated and should never be passed off as “banter”, “just having a laugh” or “part of growing up”. Challenging physical behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts is regarded as sexual harassment. The school recognises that dismissing or tolerating such behaviours risks normalising them; and in not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse it can lead to a culture of unacceptable behaviour and pupils feeling unsafe. We recognise that addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. As such, any such behaviour will be dealt with in line with this policy and under guidance from ‘Keeping Children Safe in Education’. We may also refer to our ‘Child on Child Abuse’ and ‘Anti-bullying’ policies.

The role of education in prevention

At Illogan School we recognise we play an important role in preventative education. The DFE ‘Keeping Children Safe in Education’ document sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online and as such forms part of our broad and balanced curriculum. The school has a clear set of values and standards, and these are upheld and demonstrated throughout all aspects of school life. This is underpinned by the school’s behaviour policy and pastoral support system, and by our well-structured curriculum and tackles such issues as:

- healthy and respectful relationships
- learning to make positive choices
- what respectful behaviour looks like
- stereotyping, equality, discriminatory behaviour
- body confidence, self-esteem and resilience
- prejudiced based behaviour (hate crime)

Relationships Education at Illogan School covers the characteristics of healthy relationships, building the knowledge and understanding that will enable children to model these behaviours.

Communication and Role of Parents

The Behaviour Policy is available to parents on the school website and will be discussed as part of the child's induction to the school. In addition, parents will receive reminders throughout the year of the school expectations, including how parents can support their child to succeed.

Schools recognise the vital role that parents play in the education of their child and will work positively with them to secure the best outcomes.

Training

All staff and volunteers are provided with training as part of their induction to the school and organisation, this includes the school Behaviour Policy and associated policies alongside the staff code of conduct and safeguarding training.

At the start of each year, and whenever the policy is reviewed, staff receive an update of agreed approaches.

Monitoring/ Data Collection

All Crofty schools have well established systems in place for recording behaviour incidents. Schools analyse these to identify trends and reflect on the effectiveness of the policy. Analysis also identifies individuals where early intervention is required.

Schools report on the effectiveness of their Behaviour Policies to LGCs.

Behaviour, suspension, transferred inclusion, use of alternative provision and attendance are reviewed termly as part of the school improvement cycle with a summary of significant issues reported to the School Improvement committee of Trustees.